

Federal Aid is Federal Control

STATES WELL-QUALIFIED TO HANDLE EDUCATIONAL PROBLEM

Because there are not enough universities, colleges, schools, educators and teachers, a minority group seek Federal aid to education, which is inconsistent with the time-honored tradition of the U. S. Constitution. Our country's founders did not see education as a function of the Federal government. Under that Constitution, local support and control of education has been and is about the most cherished of government functions, which, up to the present, the states and local communities have preserved.

Most definitely, there is room for improvement, but by and large, we have done exceptionally well.

Does an educational emergency exist which cannot be adequately solved as it has been heretofore by our traditional methods of community and state aid?

Let us glance at the record. Let us see if we really need Federal aid. The incontestable fact with regard to classroom shortage is that over the past twelve years more than six hundred thousand classrooms were completed while the increased attendance required the addition of only four hundred thousand. This indicates that over two hundred thousand new classrooms were made available to replace old ones and to reduce class sizes. That it was possible to accomplish this in the years of the most rapid enrollment growth demonstrates more dramatically than words the faith of all Americans in education. This record is a result of thousands of communities in individual states voting bond issues and higher taxes year after year.

In the early part of 1962, a survey made by the Federal Department of Health, Education and Welfare reveals that only 237 out of 40,000 school districts (or slightly over one-half of one per cent) have exhausted their legal bonding capacity. In place of proving that these school districts cannot continue to assume their traditional responsibility, this survey indicates that they can and are doing exactly that.

According to the estimate of the Federal Office of Education, it has been stated that: "If every child is to have the opportunity of a full day's education in an adequate classroom, a total of 600,000 classrooms must be constructed in the next ten years." (This means 60,000 classrooms per annum.) The fact of the matter is, however, that states, counties and municipalities have been building 70,000 classrooms each year for the last eight years. If, therefore, the present rate of construction is continued, we will build more than the number of classrooms which are needed. It is estimated that there will be only one-half the increase in school attendance over the next ten years that there has been in the past twelve years. And if during the next ten years we build as many classrooms as we have in the past decade, we will have doubled the number we required.

The misrepresentation and fabrication of classroom shortages having failed to make a current case for Federal aid to education, many educators, teachers, and other proponents of Federal aid who stand to gain by it, urge that this aid is essential in order to increase teachers' salaries and to avoid a teacher shortage. True, there is a great need for improving the earning capacity of our dedicated teachers, and we certainly are in favor of this country having the finest educational system in the world, but let us peruse the facts in this case, also.

From 1929 to 1959 the increase in salaries of school teachers was 106 per cent in constant dollars, as compared with 91 per cent for all persons working for wages or salaries. Other state and local employees had an increase of only 50 per cent, and Federal civilian employees of only 73 per cent. Had teachers' salaries been tied to the Federal payroll, they would not have fared as well as they have. There is no assurance that Federal aid would be of benefit to them in

the future. Teachers should ask themselves what evidence there is to indicate that the states would keep up their present contributions to the financial needs of their respective educational systems if a general Federal law is enacted. As to the teacher shortage, the employment in public education in the last thirty-two years has increased by 140 per cent compared to 45 per cent in private industry. They must be coming from somewhere. In a half-century, the teacher-to-student ratio has been reduced from 35.6 to 24.4, a fine record on the side of state-supported educational systems. On the basis of these figures, the evidence is conclusive that the individual states have realized the need for further expenditures and are meeting the challenge. And because of this, the alleged danger of a shortage of teachers and classrooms in our elementary and secondary school is a political myth.

It was not too long ago that a popular television show featured an interview with a Cabinet member well qualified to speak on Federal aid to education. When asked about the possible conflict between Federal law and state law regarding educational methods and procedures, the Cabinet member admitted that if a state were given Federal aid the state would have to nullify its own laws and conform to those policies set down by the Federal government. To put it another way, either do it our way or not at all.

What is really meant when we speak of Federal aid to education is oligarchical control of education. If there is to be little or no Federal control accompanying Federal aid, what right have we to expect a major improvement of the education within states under the same leadership they have now? Therefore, if Federal aid is to bring about better institutions of learning, it seems obvious there must be some Federal control.

We could stand to learn from experience. If the experience in other fields of Federal aid to states is any criterion, Federal aid of a few million dollars will skyrocket so that eventually the amount will run into tens of billions of dollars. In the words of one writer: "Once the dam is breeched, there will be no holding back the floods, the Federal govern-

ment will assume an ever-growing role in education and other state and local affairs."

In a few decades, with the further growth of Central government financing of state, county and municipalities, nothing may be left of our Federal system of government, with its union of strong and self-propelled states, except a few empty symbols and rituals and a nostalgic memory. We shall have but one all-powerful central government with regional offices, which may or may not be called states. Moreover, why should the Federal government, already up to its neck in debt, sink billions of borrowed dollars more into the individual states, when they have clearly shown that they are financially able and capable of handling the problem themselves? Whereas the Federal government alone is a trillion, 250 million in debt, which includes assumed obligations; the total state, county and municipal government indebtedness is only 62 billions, and some states have no indebtedness at all.

Suppose we have just one demonstration by the Federal government of its ability to do all the things it is presently doing before another responsibility is added.

We propose that the United States plan a balanced budget, stick within that budget, and get to work and commence paying on the huge debt just as soon as possible, certainly before taking on another debt in the form of Federal aid to education, which the states themselves can handle quite efficiently.

The truth is not one proponent of Federal aid has come up with a single idea to finance the plan. What do they intend for us to do, just add on to the debt we are piling up for our children and their children's children, yet unborn, to pay?

Dr. N. M. Butler, a former Columbia University president, said: "There is not enough money in the United States to produce, by Federal authority, educational results that would be at all comparable with those that already have been reached under the free and natural system that has grown up among us. Unless the school is both the work and the pride of the community which it serves, it is nothing."

Operation College Youth — OUR FUTURE LEADERS

Where are yours? Where are the back copies of the conservative, anti-Communist papers, periodicals, and newsletters you have been receiving these past months and years? If you are a typical subscriber, you have saved them all right, and your collection fills bags and boxes all over the house. A cautious estimate is that there are at least 375,000,000 pieces of informative material packed away, and 125,000,000 more pieces being printed and mailed annually! And what happens to yours when you are through?

Our Communist "friends" properly recognize that the biggest battleground in their war to bury us is the mind — particularly the expanding, normally rebellious, inquiring mind of today's college and seminary student. If they are successful in their battle to win these young unsettled minds, then they have also won the future — yours and mine. **THIS MUST NOT BE!**

If, by their simple act of providing college libraries with their subscriptions to subversive publications, and by flooding campuses with their material — if they are thus able to divert these youthful minds to their sinister purposes, **THEN WHY CANNOT WE — WITH THE SAME TACTICS — SAVE THESE VERY MINDS AND GUARANTEE THE PRESERVATION OF THE IDEALS ON WHICH THIS NATION WAS FOUNDED?**

Suppose — just suppose — that you purchase from any college near you a copy of the Student Directory which contains the names and addresses of all students and college personnel. Pull out all your back issues of your anti-Communist, anti-Socialist materials! Stuff them into envelopes and send them to these students whose addresses you have secured. **AND KEEP IT UP!** Every time you get a new issue, read it, and re-mail it to a college student!

Communists and Socialists reluctantly admit the difficulty of "selling" their lines where students have been exposed to anti-Communist literature. And we are selling something so admittedly superior to their subversion! Can a postage stamp save a country? Try it!

Contact your local college or university today for a copy of their Student Directory. Should you be unable to secure a Directory at the Registrar's Office, borrow one from a student or employee at the college. Then get busy addressing and stuffing envelopes. You can send up to one pound of marked "educational material" for only nine cents postage. Mail until you have emptied your collections of back issues. Place them where they can do the most good. Spot surveys have shown an average of eleven students reading material sent to one. On the other hand, Congressmen, being sent the same material most often NEVER see it, let alone read it or share it with others.

As patriots, our biggest failure has been the severe underestimation of the power of the individual. But presented here is one simple undertaking within the ability, time, and money demands of every single informed citizen! **HERE IS WHAT YOU CAN DO — all by yourself in your own time.**